

Richardson Independent School District

Mark Twain Elementary

2025-2026 Campus Improvement Plan



Mission Statement

To create future global citizens through enriching experiences and relevant content

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus serves a total student enrollment of 528 students. A significant majority of the student population is identified as Economically Disadvantaged (89.4%), highlighting the need for strong academic and social-emotional supports. Additionally, 19.3% of students receive Special Education services, requiring differentiated instruction and targeted interventions. The campus also has a high percentage of Emergent Bilingual/English Learners (70.1%), underscoring the importance of language development strategies and culturally responsive practices.

Demographics Strengths

Our diversity enhances the educational experience by exposing students to various cultural perspectives and traditions, which promotes inclusivity and global awareness. The Mark Twain staff values and leverages our diverse student and community population to create a culturally rich learning environment. This commitment to diversity enriches the curriculum and fosters an atmosphere of respect and appreciation for different cultures and backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We will continue to address the need for growth with our Emerging Bilinguals and special education populations while working to maintain and increase our success from the previous year.

Root Cause: Language Barriers: Bilingual students may struggle with state testing if they have not yet achieved proficiency in the language of instruction. Special education students, on the other hand, might have language-based disabilities that hinder their comprehension. In both cases, language barriers can lead to lower scores.

Student Achievement

Student Achievement Summary

The campus received an Overall Rating of 75 (C) for 2025. The Student Achievement domain scored 69 (D), with STAAR Performance at 40 (Approaches Grade Level). Academic Growth was stronger, earning a 74 (C), demonstrating that students are making progress even though overall proficiency rates remain low. The Closing the Gaps domain scored 46 (F), highlighting significant performance disparities among student groups, particularly English Learners, Special Education students, and Economically Disadvantaged students.

Student Achievement Strengths

- Academic Growth improved to a 74 (C), indicating many students are showing progress year over year.
- Relative Performance rating was 75 (C) despite a high Economically Disadvantaged population (89.4%).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: While students are showing growth, overall proficiency on STAAR assessments remains below grade-level expectations, as reflected in the Student Achievement rating of 69 (D) and Closing the Gaps rating of 46 (F). This indicates that too few students are meeting grade-level standards, and achievement disparities persist among key student groups.

Root Cause: -High percentage of Emergent Bilinguals (70.1%) who require targeted language development support and instructional gaps in meeting diverse learner needs, especially for students receiving Special Education (19.3%).

School Culture and Climate

School Culture and Climate Summary

Mark Twain Elementary students enjoy coming to school and view the campus as a safe and nurturing environment. The majority of students believe that discipline and rules are implemented consistently and fairly. Teachers and staff are dedicated to supporting students, which fosters a sense of safety and active engagement in learning. For the 2024-2025 school year, administration will implement strategies to increase teacher feedback based on survey input. Additionally, the use of the Emergent Tree framework and the Second Step social-emotional learning program will further strengthen a positive school culture. Our school culture is founded on the core values of safety, respect, and responsibility. While the overall school climate is positive, parent involvement remains an area for growth. By building a strong PTA, increasing family engagement, and expanding community partnerships, Mark Twain Elementary will continue to cultivate a supportive and inclusive culture that empowers both students and families.

School Culture and Climate Strengths

Although Mark Twain Elementary has established a safe and positive school culture, parent and family involvement remains limited, with lower levels of consistent participation in school events, PTA, and collaborative decision-making processes.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although Mark Twain Elementary has established a safe and positive school culture, parent and family involvement remains limited, with lower levels of consistent participation in school events, PTA, and collaborative decision-making processes..

Root Cause: PTA and community partnerships are still developing and not yet fully embedded in the school's culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Mark Twain Elementary continues to focus on recruiting, hiring, and retention of highly qualified and student-focused staff members. Campus leadership continues to research best practices and provide resources to support staff as they maintain a nurturing work environment focused on student success. Mark Twain Elementary will continue to support teachers through the assignment of mentor teachers for New-to-RISD staff and New-to-Campus staff. Paired with ongoing data analysis and assessments, campus leadership will provide recommended or required professional development sessions for staff in need of support. Mark Twain will provide opportunities, such as Career Pathways to support staff members as they seek to identify a career path that connects with their strengths as educators and leaders.

Staff Quality, Recruitment, and Retention Strengths

Mark Twain Elementary is committed to recruiting, hiring, and retaining highly qualified, student-focused staff. Campus leadership prioritizes creating a nurturing work environment by supporting teachers through mentoring, professional development, and data-driven instructional practices. Initiatives such as Career Pathways and mentorship programs help staff grow as educators and leaders, contributing to overall student success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Despite strong efforts to recruit and retain high-quality teachers, staff turnover and varying levels of instructional expertise continue to create inconsistencies in instructional delivery and student achievement outcomes.

Root Cause: High levels of student need (emergent bilinguals, special education, and economically disadvantaged populations) require specialized skills, which can place additional demands on staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Richardson ISD has implemented a comprehensive plan to direct the design, implementation, monitoring, evaluation, and revision of the curriculum. Various data sources are regularly utilized to inform curriculum development and the deployment of central-level specialists to support the implementation of instruction. Data indicate the need for continued refinement of curriculum and the associated professional development in order to identify best practices for advancing the progress of emerging bilinguals, students with dyslexia, and students with disabilities. MTE has implemented STEM instruction to prepare students for college and career readiness. Additional comprehensive plans guide the development of local student assessments, both formative and summative, as well as the utilization of assessment data to inform instructional decisions. The 24-25 master schedule includes a dedicated block of time for intervention in core subject areas.

Curriculum, Instruction, and Assessment Strengths

Mark Twain Elementary successfully launched the Eureka Math curriculum, providing students with a aligned resource that supports conceptual understanding and problem-solving skills. Teachers have access to high-quality instructional materials and are committed to implementing the curriculum with fidelity to improve student achievement in mathematics.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While the Eureka curriculum provides a strong foundation, inconsistent implementation across grade levels has led to gaps in instructional delivery and varying levels of student mastery in math.

Root Cause: Teachers are still developing confidence and expertise with the instructional shifts required by Eureka, impacting alignment and consistency. Differentiation strategies within Eureka are not yet fully utilized to meet the diverse needs of emergent bilinguals, special education students, and students performing below grade level.

Family and Community Engagement

Family and Community Engagement Summary

Mark Twain provides several opportunities for our parents and community to be involved throughout the school year. The majority of the MTE staff had membership in our PTA during the 24-25 school year. PTA has provided support and fundraising opportunities for the MTE staff during the year. The community has also responded positively to fundraisers and volunteer events when presented by PTA. PTA parents have been involved by contributing to the campus through volunteer opportunities, donations, providing materials, and continued moral support. Our faith-based partner, First United Methodist Church-Richardson, has supported our school by providing school supplies and meals for teachers during Teacher Appreciation Weeks. We continue to look for ways to increase parent involvement through Meet The Teacher Night, parent education nights, Open House, and other activities that our campus PLCs plan for our community.

Family and Community Engagement Strengths

The majority of MTE staff are PTA members, and the PTA consistently supports the school through fundraising, volunteering, and providing materials. Community members, including faith-based partners like First United Methodist Church-Richardson, also contribute through donations and support initiatives like Teacher Appreciation Week.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Despite strong staff involvement and community support, the PTA lacks broad-based, parent-led leadership, and overall parent participation across diverse families remains limited and inconsistent.

Root Cause: The PTA is currently sustained largely by staff and a small group of recurring volunteers, with limited recruitment or leadership development among parents. Potential barriers such as work schedules, language differences, transportation challenges, and a lack of targeted outreach or leadership opportunities may discourage wider parent involvement and ownership of PTA activities.

School Organization

School Organization Summary

The district goal focuses on connections and building relationships for students, teachers, administrators, and all personnel will continue that focus. MTE is committed to ensuring that 100% of our students meet or exceed their learning growth goals for the 2024-2025 school year. MTE has built the master schedule to maximize instructional time and to provide opportunities for student interventions. Professional Learning Communities (PLCs) will be scheduled to focus on student interventions, monitoring campus success through student performance. Mark Twain Elementary will monitor student performance during each assessment period and utilize anecdotal data to support student growth best.

School Organization Strengths

Mark Twain Elementary has strategically designed its master schedule to prioritize instructional time and provide regular opportunities for student interventions. The campus is committed to student growth, utilizing Professional Learning Communities (PLCs) to monitor progress, analyze data, and support individualized learning through both formal assessments and anecdotal observations. This intentional structure reflects a strong alignment with district goals focused on building relationships and ensuring academic success for all students.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Although MTE is committed to building strong relationships and meeting learning growth goals for all students, there is inconsistency in how student interventions are implemented and monitored across grade levels and teams, which may impact the effectiveness of support for struggling learners.

Root Cause: PLC time, while scheduled, may not be used consistently or effectively to analyze data, plan targeted interventions, and adjust instruction based on student needs. Staff may need additional support in using both formal assessment data and anecdotal evidence to make timely, data-informed instructional decisions. Systems for progress monitoring and accountability around intervention implementation

Technology

Technology Summary

Technology integration is an important part of the curriculum at Mark Twain Elementary. During the 2024-2025 school year, each student will continue to utilize their own iPad. Google Classroom, alongside other applications, continues to help our campus streamline and collaborate to increase productivity as well as build professional capacity. All teachers receive differentiated technology integration staff development in order to enhance lessons in the classroom and increase student engagement.

Technology Strengths

The use of Ipads and applications like Google Classroom can indeed streamline classroom processes and foster collaboration. and enhance productivity. Technology provides interactive and multimedia resources that can make learning more engaging and enjoyable for students by catering to different learning styles and other personalized learning experiences. Students can access a vast amount of information and educational content from around the world enhancing communication and collaboration. This expands their knowledge and allows for more diverse perspectives. Providing teachers with differentiated technology staff development ensures that they have the necessary skills and knowledge to effectively integrate technology into their lessons.

Overall, integrating technology into the curriculum at Mark Twain is a forward-thinking approach that can lead to enhanced learning outcomes and prepare students for the digital age. It's important to continue supporting teachers in their professional development to maximize the benefits of technology integration in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: While technology is widely available and staff receive ongoing development, consistent and effective integration of technology into daily instruction varies across classrooms, limiting the full impact on student engagement and learning outcomes.

Root Cause: Varying levels of teacher confidence, experience, or comfort with integrating technology beyond basic use. Limited time for planning, collaboration, or modeling of best practices in meaningful tech integration.

Priority Problem Statements

Problem Statement 1: We will continue to address the need for growth with our Emerging Bilinguals and special education populations while working to maintain and increase our success from the previous year.

Root Cause 1: Language Barriers: Bilingual students may struggle with state testing if they have not yet achieved proficiency in the language of instruction. Special education students, on the other hand, might have language-based disabilities that hinder their comprehension. In both cases, language barriers can lead to lower scores.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback


Support Systems and Other Data


- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data



Goals



Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth


Performance Objective 1: Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.


Strategy 1 Details	Reviews			
Strategy 1: Ensure all students have a school/home connection (club, extracurricular, activity, an adult at school) by the following: Assign mentors to students, especially those who may be at risk of feeling disconnected or disengaged. Encourage Parent Involvement Foster relationships with students Provide Opportunities for Student Voice and Choice Strategy's Expected Result/Impact: Teachers help ensure that all students feel connected and motivated to succeed in their academic journey. Communicating regularly with parents via email, phone calls, or in-person meetings. Inviting parents to attend school events Opportunities for parents to volunteer Creating a safe and inclusive environment Opportunities for students to take on leadership roles and/or participate in extracurricular activities Provide opportunities for students to share their ideas and feedback with teachers and peers in different ways Staff Responsible for Monitoring: Counselor Administrators All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			


Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a clear and consistent school and classroom discipline management plan to create a positive and productive learning environment. Utilize Emergent Tree professional learning to teach behavior through an instructional approach.</p> <p>Establish clear expectations Teach and model desired behaviors Consistently enforce consequences Provide support and guidance Involve parents and guardians Continuously evaluate and adjust the plan</p> <p>Strategy's Expected Result/Impact: Fewer Referrals Building trust between educators and students Safe environment for all Students feel safe, respected, and motivated to learn</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			



Strategy 3 Details	Reviews			
<p>Strategy 3: Prevention and communication plans for bullying, harassment, and dating violence. Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A. We will follow board policies with:</p> <p>Education and Awareness Implement anti-bullying campaigns Reporting systems Follow intervention plan Communication plan to inform parents</p> <p>Strategy's Expected Result/Impact: Reduction in bullying events Students feel safe SEL and class meetings with role-play, discussions, and real talk - promoting positive relationships among students Restorative practices to repair relationships and prevent future incidents</p> <p>Staff Responsible for Monitoring: Counselor Administration All staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
<p>Strategy 4: Plan for Internet safety/digital citizenship: encompasses various aspects of internet safety and digital citizenship, including privacy protection, responsible online behavior, cyberbullying prevention, and media literacy. We will provide parents with internet safety at-home communication through weekly S'more. Ensure the district policies and systems for internet and digital safety are implemented.</p> <p>Strategy's Expected Result/Impact: Parent involvement in ensuring their children's online safety Safer online environment Continuous learning and adaptation based on feedback from surveys Individuals can navigate the online world safely while being responsible digital citizens</p> <p>Staff Responsible for Monitoring: Administration All Staff District iTeam partner</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			



Strategy 5 Details		Reviews			
Strategy 5: The school nurse will work with the student data specialist to ensure the system for monitoring immunization compliance of the student body by collecting, analyzing, and acting upon student immunization data. ie: Collaborate with local healthcare providers or public health agencies to obtain immunization records Strategy's Expected Result/Impact: Fewer students are absent from illnesses that can be prevented by immunizations A safe environment for all students, staff, and visitors More opportunities to be present, learning, and growing for students and staff. Staff Responsible for Monitoring: Nurse Student Data Specialist Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished			
Strategy 6 Details		Reviews			
Strategy 6: Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February to coincide with Heart Month. This is an effort to be prepared to respond quickly if a cardiac arrest event should occur on campus. Strategy's Expected Result/Impact: Enhance ERT coordination, communication, and decision-making skills, ensuring a more effective response during real emergencies. Raise awareness about heart health and emphasize the importance of early intervention in saving lives Enhance the overall safety and well-being of individuals on campus. Staff Responsible for Monitoring: Nurse Administration ERT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			




Strategy 7 Details	Reviews			
Strategy 7: Create transition strategies/plans for elementary school to junior high school. Orientation programs Effective communication between elementary and junior high schools. Provide bridging programs or summer enrichment Study skill workshops and resources SEL or class meetings to build relationships Individualized Transition Plans Specific guidance lessons Strategy's Expected Result/Impact: 6th graders choose their schedules in the Spring Teachers and administrators collaborate to share information about academic progress - PLCs Foster peer relationships Individualized transition plans for special needs students Effective communication to students and parents regarding student schedules and transition to junior high Staff Responsible for Monitoring: Counselor 6th Grade Teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



Strategy 8 Details	Reviews			
<p>Strategy 8: Identify in a timely manner teacher and campus leaders' professional needs and provide suitable learning opportunities or resources. Conduct regular needs assessments to identify professional development needs via walkthroughs, calibrated walkthroughs, PLC Data, surveys, focus groups, or one-on-one interviews, etc.</p> <p>Personalized learning Job-embedded PD - coaching, mentoring, or peer-to-peer learning Classroom management PD Effective intervention PD</p> <p>Strategy's Expected Result/Impact: Needs assessment is ongoing Meaningful and personalized PD Enhancement of teacher knowledge, skills, and pedagogical practices benefiting student learning outcomes. Improved teaching practices Improved student assessments Effective classroom management</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches All teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Planning For Teachers - 211 - Title I, Part A - \$15,800</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			







Strategy 9 Details	Reviews			
<p>Strategy 9: The Mark Twain attendance for 25-26 will increase to 94.4. We will implement several strategies to increase attendance.</p> <p>Build a positive school culture: Promote positive relationships Celebrate Positive Relationships Communication with parents through newsletters, emails, and phone calls. Parent Education Programs Home School Partnerships Engaging Curriculum Address Barriers to attendance ie health issues, transportation, and family challenges</p> <p>Strategy's Expected Result/Impact: Improved academic performance Better social skills Reduced likelihood of dropping out of school Collaboration of parents, staff and administration</p> <p>Staff Responsible for Monitoring: Administration Student Data Specialist Staff</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			

Strategy 10 Details	Reviews			
Strategy 10: Identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds to ensure growth of 5-10% for all students. Strategy's Expected Result/Impact: Struggling students are supported with the appropriate intervention Instruction is adjusted to meet the needs of students identification of sts who need additional support or accommodations Small group instruction, tutoring Collaboration with teachers, parents, and support staff Staff Responsible for Monitoring: Administration Instructional Specialists Interventionist Classroom Teachers SLP Counselor TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 11 Details	Reviews			
Strategy 11: Identify students in need of accelerated learning and intensive intervention, utilize High-Quality Instructional Materials as determined by the district, and monitor progress in Branching Minds. Strategy's Expected Result/Impact: Progress monitoring in Branching Minds for Tier 3 students Promote academic growth, enhance student engagement Foster a positive learning environment Staff Responsible for Monitoring: Administration Instructional specialists Interventionist ESSER Teacher Classroom teachers ALT SLP TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 12 Details		Reviews			
Strategy 12: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY. Strategy's Expected Result/Impact: Students writing and progress monitoring goals for Reading and Math. Improved educational outcomes for sts. Teachers and staff use growth data to set goals with students Data is used to improve instruction and curriculum Small groups will be created for intervention Staff Responsible for Monitoring: Interventionist Classroom teachers Tutors Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 13 Details		Reviews			
Strategy 13: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics by 5-10%. Strategy's Expected Result/Impact: Positive educational outcomes: Improved academic performance, Personalized learning opportunities, Enhanced instructional effectiveness Staff Responsible for Monitoring: All staff TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			

Strategy 14 Details	Reviews			
Strategy 14: Address student groups for Targeted Support or Additional Targeted Support and monitor performance. Adjust as needed throughout the school year. Strategy's Expected Result/Impact: Transformative impact on academic, social, and emotional well-being Promoting Equity, inclusion, and long-term success Staff Responsible for Monitoring: Classroom teachers SPED staff Tutors SLP TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Tutors hired - 211 - Title I, Part A - \$640	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 15 Details	Reviews			
Strategy 15: The counselor will teach all "Too Good for Drug Lessons". Strategy's Expected Result/Impact: Students will have an awareness of drug impacts Staff Responsible for Monitoring: Counselor Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 16 Details	Reviews			
Strategy 16: Utilize Schoology & Seesaw for teachers and students to set and track goals. Four artifacts will be added to the Schoology Portfolio - one per quarter. All trainings will be provided by iTeam. Schoology portfolios are for staff and students in grades 3-6. Seesaw portfolios are for students in grades PK-2. Strategy's Expected Result/Impact: All students and staff will update their portfolios four times per school year with artifacts. Staff Responsible for Monitoring: Teachers Administration TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 17 Details	Reviews			
Strategy 17: Establish and monitor two growth goals: academic and personal. Strategy's Expected Result/Impact: focus on targeted areas for student improvement measurable gains in student achievement support the holistic development of students and staff Staff Responsible for Monitoring: Teachers Administration ILT TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 18 Details	Reviews			
Strategy 18: Monitor STAAR performance (interim assessments and locally created assessments) for 3rd-grade students in Reading (2025-2026 goal= 57%) and Math (2025-2026 goal= 52%) per BOT goals. Implement Research-Based Instructional Strategies to ensure a 3-7% growth in math and reading, particularly in 3rd-grade reading and math. MTE % for ALL STUDENTS at the MEETS level should increase from 41% to 45% on 3rd grade reading and from 33%% to 40%% on 3rd grade math on the 2025-2026 STAAR test. Strategy's Expected Result/Impact: An increase in STAAR score of 3-7% percentage points from 2024-2025-2025-2026. Staff Responsible for Monitoring: Administration ILT Teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			



Strategy 19 Details		Reviews			
Strategy 19: Support and monitor emergent bilingual language proficiency to increase the growth of English language proficiency on TELPAS and increase the percentage of emergent bilingual students meeting exit criteria. Strategy's Expected Result/Impact: English language proficiency growth on TELPAS by 3-8% Emergent bilingual students meeting exit criteria will increase by 3-8% annually through the LPAC process. Staff Responsible for Monitoring: Administration ILT LAT Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 20 Details		Reviews			
Strategy 20: Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education. Strategy's Expected Result/Impact: Frequent progress reports provide data that can be used to make informed decisions about instructional strategies and interventions. Meeting the requirement for quarterly IEP progress monitoring ensures the school is in compliance with federal and state special education laws, reducing the risk of legal issues. Consistent progress reports keep parents and guardians informed and involved in their child's education, fostering better collaboration between home and school. Staff Responsible for Monitoring: Administration Special Ed Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					







Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details	Reviews			
<p>Strategy 1: Reduce campus turnover rate by creating a supportive and collaborative school culture. Celebrate successes, recognize achievements, and promote teamwork. Organize social events and team-building activities to strengthen relationships among staff members.</p> <p>Strategy's Expected Result/Impact: Improved staff climate survey results staff feels valued and appreciated</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Team leads/Department leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Considerable</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a financial incentive and resource professional development to motivate and reward high-quality staff members who actively participate in the Saturday School tutoring or enrichment clubs.</p> <p>Strategy's Expected Result/Impact: Dedication among tutors Culture of excellence Effective and engaging learning environment</p> <p>Staff Responsible for Monitoring: Administration ILT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Saturday School Funding - 211 - Title I, Part A - \$7,875, Grant Funding from Parent Engagement - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			

Strategy 3 Details		Reviews			
Strategy 3: Gather detailed feedback from teachers about their specific needs and constraints regarding planning time, and protect PLC time where teachers collaborate on curriculum development, student assessment, and instructional practices. Strategy's Expected Result/Impact: Increase the percentage of positive responses to the statement "I have sufficient time to focus on lesson planning and instruction" from 62% to at least 75% in the next staff climate survey. Staff Responsible for Monitoring: Administration ILT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 4 Details		Reviews			
Strategy 4: Promote instructional strategies that actively engage students and reduce opportunities for disruptive behavior. Provide ongoing professional development for teachers and staff on effective behavior management strategies and techniques. Strategy's Expected Result/Impact: Increase the percentage of positive responses to the statement "unruly students are allowed to disrupt the learning environment" from 80% to at least 90% in the next staff climate survey. Staff Responsible for Monitoring: Administration Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Develop and execute innovative plan for employee recruitment.



Evaluation Data Sources: New hire data



Strategy 1 Details	Reviews			
Strategy 1: Utilize social media platforms to share the story of Mark Twain and post engaging content such as student achievements, campus events, faculty spotlights, and behind-the-scenes glimpses into campus life. Strategy's Expected Result/Impact: Generate interest and excitement Actively engage with followers through comments and messages Create a buzz Enhance MTE's online presence Recruit potential high-quality staff Staff Responsible for Monitoring: Administrators Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Accomplished			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				






Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement the district learning framework to provide students with experiences to develop competencies aligned with the graduate profile and content-based opportunities for student engagement and growth. Strategy's Expected Result/Impact: Students with developed skills in the areas of problem-solving, critical thinking, effective communication, and college and career readiness. Increased student engagement and growth Staff Responsible for Monitoring: Administrators ILT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor Lead4ward strategies in the instruction for all classrooms and implement ELlevation strategies to provide content-based language instruction in ESL and dual language classrooms, as well as Summit K12 minutes and strategies. Strategy's Expected Result/Impact: Improved instructional planning Implementation of research-based strategies Scaffolded techniques to ensure all students have access to the content Increased academic achievement Improved language proficiency TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



Strategy 3 Details		Reviews			
Strategy 3: Identify instructional opportunities in teacher-created classroom experiences for the defined priority goal strands for staff and students, assist in creating Lead4ward exemplars, utilize district-wide and early release days to support and train teachers on the Learner Growth Experience, and provide professional development on understanding and using learner experiences in daily instruction. Strategy's Expected Result/Impact: Clarity and focus for all regarding the identified priority goals for the year (Ignite & Wonder/Discover) Enhanced achievement Professional growth Teacher collaboration Staff Responsible for Monitoring: Administration Instructional coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 4 Details		Reviews			
Strategy 4: Plan for iTeam support to facilitate learning with technology in alignment with the learning framework and for on-campus iTeam support and professional learning in identified areas of growth as highlighted in the BrightBytes survey. Strategy's Expected Result/Impact: Enhanced technology integration Teaching practices aligned with the learning framework Professional growth in identified areas of the Brightbytes survey iTeam support and professional learning are targeted at areas of need Staff Responsible for Monitoring: Administration iTeam support personnel TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			




Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Schoology and Seesaw LMS platforms as a tool for facilitating components of the Learning Framework. (All trainings provided by the iTeam.)</p> <p>*Schoology is for students in grades 3-6, Seesaw is for students in PK-2.</p> <p>Strategy's Expected Result/Impact: Students have access to a wide range of resources, including multimedia content, assignments, and feedback, all in one place.</p> <p>Both platforms allow for transparent communication between teachers and parents, keeping parents informed about their child's learning and school events.</p> <p>Enhanced educational experience for students, teachers, and parents.</p> <p>Staff Responsible for Monitoring: Administration All teaching staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.







Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Monitor the implementation of district curriculum documents and resources to ensure the fidelity of a guaranteed and viable curriculum. Strategy's Expected Result/Impact: Consistency in instruction Alignment with standards Increased student engagement Improved teacher effectiveness Staff Responsible for Monitoring: Instructional Coaches All teaching staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals. Implement with fidelity the PLC protocol and weekly instructional focus planning meetings, specifically as it relates to our priority areas: 3rd Math and Reading Strategy's Expected Result/Impact: Continuous growth for staff and students Increased student engagement and achievement Improved teaching practices Teachers supported in their professional development journey Staff Responsible for Monitoring: Administrators Coaches Teaching staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Implement ESL content-based model in K-6 grades. Utilize Linguistic Acquisition Teachers to support ELLevation strategies and ensure all ESL and content teachers progress, monitor, and adjust to meet the needs of students and actively utilize intervention resources to address student needs. Strategy's Expected Result/Impact: Robust language development Language barriers are decreased Decreased achievement gap between emerging bilinguals and non-EB students Staff Responsible for Monitoring: Language Acquisition Teacher Instructional Coaches Teaching Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Implement one-way dual language program with integrity. Follow the content language allocation plan and monitor using learning walks. Provide feedback through walkthrough analysis. Strategy's Expected Result/Impact: Bilingual proficiency Enhanced cognitive skills Improved language skills Reduced achievement gaps Staff Responsible for Monitoring: Bilingual teachers Admin TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Ensure all K-6 elementary teachers complete their 30 hours of G/T foundational training or 6 hours update. 6 hours update trainings are approved by the campus Elementary ALT. Strategy's Expected Result/Impact: Advanced learners will experience continuous intellectual challenge and academic growth as they engage with content that matches their abilities and interests. Equitable support for advanced learners. Staff Responsible for Monitoring: Advanced Learning Teacher Teaching Staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement a Multi-Tiered System of Support (MTSS) framework in our school and provide ongoing professional development for staff to enhance their knowledge and skills in MTSS practices, data analysis, and evidence-based interventions.</p> <p>Strategy's Expected Result/Impact: Effective data-driven decision making Enhanced teacher collaboration Responsive instruction Timely and targeted interventions</p> <p>Staff Responsible for Monitoring: Administration Counselor Diagnostician Teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement with fidelity the Data Driven Instruction protocol and weekly data meetings, specifically as it relates to our priority areas: 3rd Math and Reading. All leadership team members will receive training in leading analysis meetings and supervising teachers for implementing action plans. All Core Content areas will deliver a demonstration of learning at the end of each daily lesson to determine students' gaps between common interim assessments (CIAs)</p> <p>Strategy's Expected Result/Impact: Frequent identification of specific student needs and learning gaps More targeted and effective instruction Ensures that instructional practices are aligned with the school's priority areas, specifically 3rd-grade math and reading</p> <p>Staff Responsible for Monitoring: Administration ILT</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Considerable</p>			

Strategy 8 Details	Reviews			
Strategy 8: Monitor the Implementation of HQIM (Eureka) in K-5 Math. Strategy's Expected Result/Impact: Closely aligned curriculum with state standards, ensuring that students are receiving instruction that meets rigorous academic requirements Improved student performance and deeper understanding of math concepts A consistent framework for instruction across all grade levels Staff Responsible for Monitoring: Administration ILT TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 9 Details	Reviews			
Strategy 9: Provide focused PD on understanding and using learner experiences in daily instruction. Encourage the use of student portfolios that include reflections and examples of how their personal experiences connect to their learning. Strategy's Expected Result/Impact: Teachers can better understand and use learner experiences in their daily instruction. Enhanced student engagement and learning outcomes through more personalized, relevant, and inclusive instructional practices. Staff Responsible for Monitoring: Administration ILT ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 3: Ensure all students graduate college and career ready as measured by CCMR indicators.



HB3 Goal
Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)






Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades. Strategy's Expected Result/Impact: Early awareness of college, career, and military options Students see connections between their education and future aspirations TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.







Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
Strategy 1: Improve the parent-school relationship through a continuous partnership and multiple family engagement nights. Provide parents with training, resources, materials, and guidance to support their child at home in a way that supports their child's individual academic growth goals. Strategy's Expected Result/Impact: Increased parent engagement Customized support for parents Improved parent-school partnership Positive school culture Staff Responsible for Monitoring: Administrators All Staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Tell our campus story. Communicate with parents and the school community using district communication tools- Finalsite Notifications, campus website, campus newsletter, campus social media, school marquee, and building partnerships with community groups and business partners. Utilize the campus RISD Insider staff member to ensure the district S&E department has appropriate updates. Strategy's Expected Result/Impact: Increased parent and community involvement Enhanced school-parent relationships Increased awareness of school activities Prompt sharing of information such as emergency alerts and school closures Staff Responsible for Monitoring: Administration RISD Insider ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
<p>Strategy 3: Support increased engagement with campus staff and leverage the RISD Insider for enhanced communication between the central office and the greater RISD community by using official social media platforms to share updates, celebrate successes, and promote events. Send regular email updates on key initiatives, policy changes, and other relevant news.</p> <p>Strategy's Expected Result/Impact: more engaged, informed, and collaborative campus staff</p> <p>stronger branding and image of MTE</p> <p>Staff Responsible for Monitoring: Administration ILT RISD Insider</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.







Performance Objective 1: Ensure operations are conducted in a financially efficient and effective manner.

Strategy 1 Details	Reviews			
Strategy 1: Regularly review and adjust operational strategies, to enhance financial efficiency and effectiveness. Strategy's Expected Result/Impact: Improved performance Promotes innovation Effective allocation of campus funds Maximizes productivity to minimize costs Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with Facility Services and the Energy and Sustainability Department to optimize building/campus energy use in an effort to align with the District's energy management plan and lower overall energy consumption. Strategy's Expected Result/Impact: increased efficiency and effectiveness in operations Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Promote effective learning and overall well-being of students, teachers, and staff by prioritizing safety protocols, fostering a positive and inclusive school culture, and engaging parents and community involvement. Strategy's Expected Result/Impact: Enhanced overall educational experiences Higher engagement Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Implement a district walk-through checklist (non-punitive) for the learning environments both inside and outside a campus. Examples found on the checklist: lights not working, out-of-date signage, old student work, the office is neat and clean work space. Strategy's Expected Result/Impact: improved overall campus conditions and maintenance, enhanced learning environments for students and staff, increased accountability and attention to detail, a positive boost to the school's image and functionality, more effective and welcoming educational atmosphere. Staff Responsible for Monitoring: Administration other staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Regular monitoring to meet the District's expectations for technology maintenance, security, and best practices. Strategy's Expected Result/Impact: Use of best practices incorporating technology as a tool for learning Safe technology use Computers and Ipads maintained with the latest updates as directed Staff Responsible for Monitoring: Technology TECH Administration LITE Classroom teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Considerable</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

State Compensatory

Budget for Mark Twain Elementary

Total SCE Funds: \$5,460.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The allotted dollar amount will be used for at-risk students for accelerated instructional materials and resources.